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ABSTRACT

Each year, the Policies Commission for Business and Economic Education develops statements regarding business education. The following are among the commission's guidelines regarding planning the business education curriculum for the new century: (1) making business education an integral and equal partner within schools' educational communities requires that business educators proactively respond to industry needs and connect with changing student learning styles; (2) preparing students for emerging careers in e-commerce and other job clusters requires helping them develop both business knowledge/skills and people skills; (3) business educators must teach soft skills by modeling behavior, establishing the classroom culture, and interacting daily with students in a project-based environment; (4) at all educational levels, business educators must transform classrooms into virtual enterprises and help learners apply their learning "just-in-time" for the business's daily operation. (The following attachments constitute approximately 80% of this document: sample scope and sequence for business education courses; a sample philosophy and general goals for graduates; rationales and descriptions of 22 business education courses; information about the Missouri business education competencies; and an overview of integration and articulation that lists five integration models along with the benefits and challenges of integration and guidelines for articulating business education.) (MN)

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ED 472 598

BUSINESS EDUCATION FOR THE 21st CENTURY

The twenty-first century and the "net generation" have arrived! What does the reality of the new century hold for business education?

The Policies Commission for Business and Economic Education annually develops statements and guidelines in assessing components of business education. One of their statements, "This We Believe About the Role of Business Education at all Educational Levels," has been quoted below to provide some guidance about planning the business education curriculum for the new century.

An Evolving Business Education Environment

The business education curriculum is vital because of the knowledge and skills it provides. In order for business education to be an integral and equal partner within a school's educational community, business educators must proactively respond to industry needs and connect with changing student learning styles.

The knowledge and skills taught in business education are essential in the foundation for emerging careers in e-commerce and other job clusters. In addition, people skills must be integrated throughout the curriculum. Business educators teach soft skills through modeling behavior, establishing the classroom culture, and interacting daily with students in a project-based environment.

In a project-based environment, students learn by doing. Learners work in teams, refine people skills, and establish business contacts through a series of organized activities including field trips, career presentations, job shadowing, mentoring, and work-site experiences. They learn from the strengths and weaknesses of others in a real-time mode in virtual classrooms.

At all educational levels, the business educator must transform the classroom into a virtual enterprise. Here, learners apply their learning "just-in-time" for the daily operation of the business. In this virtual enterprise, learners face and learn to handle actual business situations such as creating business plans, handling finances, identifying staffing needs, marketing products and services, and fulfilling customer needs. Delivering business knowledge, skills, and attitudes in this way enables the business educator to facilitate student problem solving and decision making at its highest level.

Business education is a rigorous discipline that challenges learners to develop their creative thinking skills and become independent learners. Through analysis, synthesis, and evaluation, learners apply their business knowledge and skills in other disciplines and in the real world.

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Role of Business Education at Various Levels

Elementary. Learning is a lifelong endeavor in which business educators serve as resource persons and teach career awareness and technological literacy at the elementary level. A business educator may be a technology coordinator, peer coach, media specialist, or team teacher. By partnering with elementary teachers, business educators integrate technology and career awareness into the curriculum.

Middle School/Junior High. Business educators teach learners to use technology effectively in the learning process for all content areas. They provide career exploration through school-based enterprises, job shadowing, and job mentoring activities at the middle/junior high school level. Through realistic simulations, learners apply technology skills and demonstrate effective soft skills needed to become successful participants in the business world.

Secondary. Business educators facilitate learning for and about business in a student directed environment. Learners are guided in many ways as they develop skills necessary to be effective consumers, citizens, workers, and business leaders. Learners customize their learning by selecting projects based on personal and career interests. Learners, working independently or in teams, use a wide range of technology to solve unstructured problems. All of these opportunities support their desire for independence and creativity, as well as their need to collaborate. Learners continue their career exploration and demonstration of their career skills through work experience and student organizations.

Post Secondary/Four-Year University. Postsecondary institutions are in an ideal position to provide education and training to persons desiring to change careers, expand employability options, and/or upgrade technological skills. These goals can be accomplished by developing occupational competencies through certificate and degree programs, practical work experiences, and coherent courses to provide a smooth transition from high school to two- and four-year colleges or to work. Advanced technological competencies, economic understandings, workplace literacy skills such as communications, critical thinking, management, personal finance, problem solving, team building, and decision-making skills are developed through a variety of formats.

Teaching a New Generation

All persons regardless of age, gender, and career aspirations can benefit from participating in business education. Meeting the needs of the net generation, who in the year 2000 will be between the ages of two and twenty-three, will be a primary focus of our profession. They will influence how each of us will interact in the world. Thus, business educators must recognize that there is a major difference between net generation learners and those from previous generations. Powerful technology has enabled the net generation to develop different mindsets about work. Traits of these learners include:

* Independence. The net generation thrives in an independent environment where they determine their own priorities.

* Collaboration. The net generation favors peer-oriented relationships that grow out of mutual respect for each other's expertise.

* Respect. The net generation expects to be treated as equals and assessed according to contributions rather than age and position.

* Multi-tasking. The net generation is comfortable performing many tasks at one time. While they do not consider multi-tasking stressful, they do expect immediate results. These new mindsets require change. Business education can be adapted to respond to these traits.

The evolving environment created by the net generation provides business education a window of opportunity to be vibrant, viable, and involved as leaders in the educational process. Thus, the rich heritage of business education provides the confidence needed to renew the profession and to grow to a greater level of involvement.

Policy Statement 64. This We Believe About the Role of Business Education at all Educational Levels, 1999.

Additional policy statements may be found at: http://www.nbea.org/curriculum.html

SAMPLE
SCOPE AND SEQUENCE
FOR BUSINESS EDUCATION COURSES

ELEMENTARY

Keyboarding/Computers

MIDDLE/JR HIGH

Keyboarding
Computer Applications
Introduction to Careers

HIGH SCHOOL

Core Courses

Keyboarding Applications
Computer Applications
Introduction to Busines
Business Communications
Business Mathematics

Administrative Info Systems
Desktop Publishing
Multimedia
Business Technology
E Busines

Computer Info systems
Computer Programming
Network Administration

Management
Entrepreneurship
Management
Business Law
International Business

Accounting/Finance
Accounting I
Accounting II
Economics

SAMPLE PHILOSOPHY
GENERAL GOALS FOR GRADUATES

Philosophy

Business education facilitates learning in a student-directed environment based upon learning for and about business. Learners are guided in many ways as they develop skills necessary to be effective consumers, citizens, workers, and business leaders. Learners customize their learning by selecting projects based on personal and career interests. Learners, working independently or in teams, use a wide range of technology to solve unstructured problems. All of these opportunities support their desire for independence and creativity, as well as their need to collaborate. Learners continue their career exploration and demonstration of their career skills through work experience and student organizations. (PCBEE Statement 64—This We Believe About the Role of Business Education at All Levels).

General Goals for Graduates of Business Education

* Function as economically literate citizens through the development of personal consumer economic skills, a knowledge of social and government responsibility, and an understanding of business operation.

* Demonstrate interpersonal, teamwork, and leadership skills necessary to function in multicultural business settings.

* Select and apply tools of technology as they relate to personal and business decision-making.

* Manage data from all of the functional areas of business needed to make wise management decisions.

* Communicate effectively as writers, listeners, and speakers in social and business settings.

* Develop career awareness and related skills to make viable career choices and become employable in a variety of business careers.

BUSINESS EDUCATION COURSES

ACCOUNTING I

Prerequisite:	None
Grade Levels:	11, 12
Length:	1 year
Core Data Course Code:	034310
CIP Code:	52.0302

Course Rationale: Instruction in accounting plays an important role for students who are preparing for accounting careers after graduation—employment or higher level of education. It is also a crucial component of academic backgrounds for students who will pursue entrepreneurial ventures and small business ownership. All students, regardless of their occupational choice, can benefit from accounting instruction since it is an integral part of every business institution and organization.

Course Description: This course is designed to build a basic understanding of manual and automated accounting principles, concepts, and procedures. Activities include using the accounting equation, the accounting cycle, entering transactions to journals, posting to ledgers, preparing end-of-period statements and reports, payroll systems, banking activities, taxes, and other related topics.

ACCOUNTING II

Prerequisite:	Accounting I
Grade Level:	12
Length:	1 year
Core Data Course Code:	034312
CIP Code:	52.0302

Course Rationale: Instruction in accounting plays an important role for students who are preparing for accounting careers after graduation—employment or college. It is also a crucial component of academic backgrounds for students who will pursue entrepreneurial ventures and small business ownership. All students, regardless of their career choice, can benefit from accounting instruction since it is an integral part of every business institution and organization.

Course Description: This course is designed to help students acquire a more thorough, indepth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Students will develop skills in analyzing and interpreting information common to partnerships and corporate forms of organization, preparing formal statements and supporting schedules, and using inventory and budgetary control systems. Computer applications should be integrated in each appropriate instructional unit.

BUSINESS COMMUNICATIONS

Prerequisite:	Keyboarding
Grade Levels:	9, 10, 11, 12
Length:	Semester/Year
Core Data Course Code:	034320
CIP Code:	52.0401

Course Rationale: Instruction in business communications impacts all aspects of personal and work life and is applicable to the study of any occupation. Communication skills are essential for the complete development of students as they enter the world of work. As the world continues to change politically, economically, and geographically, communication must be studied and incorporated into the curriculum if students are to function effectively in a global society.

Course Description: This course provides students essential competencies for oral and written communications in the technological workplace. Emphasis is placed on utilizing the computer to develop written communication skills in composing correspondence. Utilizing technology (presentation software and telecommunications) to develop oral communication skills such as making presentations, giving instructions, interviewing for information, and presenting information/reports in an effective manner are reinforced in this course.

BUSINESS LAW

Prerequisite:	None
Grade Levels:	11, 12
Length:	Semester/Year
Core Data Course Code:	034321
CIP Code:	22.0301

Course Rationale: Instruction in this area addresses laws affecting both businesses and families. As laws emanate from different governmental and judicial entities, students must have a basic understanding of the law and the foundation of the legal system. The impact of international business and technology has created an additional demand for students to include this course in their academic preparation.

Course Description: This course is designed to acquaint students with the basic legal principles relevant to their roles as citizens, consumers, and employees through a mixture of personal, business, and consumer law. The content includes the basic characteristics of the American system of free enterprise, rights of private property, basic elements of contracts, employer-employee relations, landlords and tenants, individual rights, wills and estates, family and juvenile justice law, and community property.

BUSINESS MANAGEMENT

Prerequisite:	None
Grade Levels:	11, 12
Length:	Semester
Core Data Course Code:	034301
CIP Code:	52.0201

Course Rationale: Business management prepares students for administrative and management occupations. Students learn to make decisions based on data, develop leadership skills, and select appropriate management styles for varying employment situations. Not only is this area of study vital to the development of all business students, it also provides skills and knowledge that can be used effectively by all students since many professional opportunities present occasions when management skills are needed.

Course Description: This course is designed to help students develop an understanding of skills and resources needed to manage a business. Instruction includes a general overview of American business, forms of business ownership, personnel management, labor-management relations, public and human relations, taxation, and government regulations. The use of computers and software as tools in making business decisions in areas such as accounting, sales analysis, and inventory control is also introduced.

BUSINESS MATH

Prerequisite:	None
Grade Levels:	9, 10, 11
Length:	Semester/Year
Core Data Course Code:	034322
CIP Code:	52.0401

Course Rationale: This area of instruction provides content to prepare students for various life roles by offering multiple opportunities to develop and use mathematical skills. Computational skills are essential for students as they become citizens, consumers, wage earners, employers, investors, and entrepreneurs. Demand for this skill will continue to be essential in the workplace as well as in personal money management.

Course Description: This course is designed to improve computational skills and apply them to business situations. Areas of study include mathematical problems dealing with interest, percentages, notes, installment buying, insurance, depreciation, markup and markdown, payroll, and taxes.

BUSINESS TECHNOLOGY

Prerequisite:	Keyboarding, Computer Applications
Grade Levels:	11, 12
Length:	Year
Core Data Course Code:	034330
CIP Code:	52.0407

Course Rationale: This area of instruction provides content for employment in one of the largest major occupational groups, administrative support. Demand in this career area will continue to expand as businesses utilized advanced office technology to increase their production efficiency and improve the quality of their products and services. This area of instruction benefits students by enhancing the software application skills and communication competencies needed by administrative support professionals and those students continuing their education.

Course Description: This course is designed to help students develop the qualities, knowledge, and skills necessary for working in a business. Students enhance computer application skills as they develop competencies needed by administrative support professionals. The content includes the use of technology to develop communication skills, the performance of office procedures tasks, the production of quality work using advanced features of business software applications, and the production of high quality employment portfolios and job-seeking documents.

COMPUTER APPLICATIONS

Prerequisite:	Keyboarding
Grade Levels:	9, 10, 11, 12
Length:	Semester/Year
Core Data Course Code:	034352
CIP Code:	11.0601

Course Rationale: This area of instruction provides content for knowledge and skills required in the technology-based workplace. The demand will continue to expand for individuals to interact with the computer to create documents, gather information, and solve problems. The content of this class is vital for students planning to enter the workforce or postsecondary education.

Course Description: This course is designed to help students master beginning and advanced skills in the areas of word processing, database management, spreadsheet applications, desktop publishing, multimedia, Internet usage, and integrated software applications.

COMPUTER PROGRAMMING

Prerequisite:	Keyboarding, Computer Applications
Grade Levels:	11, 12
Length:	Year
Core Data Course Code:	034355
CIP Code:	11.0201

Course Rationale: Computer technology skills are vital to business; they permeate the entire workplace. Familiarity with computer programming is required in a growing number of firms and occupations primarily because of the increasingly widespread use of computerized management information systems.

Course Description: This course focuses on converting problems into detailed plans, writing code into computer language, testing, monitoring, debugging, documenting and maintaining computer programs. Students will also design programs for specific uses and machines.

DESKTOP PUBLISHING

Prerequisite:	Keyboarding
Grade Levels:	11, 12
Length:	Semester/Year
Core Data Course Code:	034353
CIP Code:	10.0303

Course Rationale: This area of instruction provides content for employment in career areas which include desktop publishing skills. Demand in this area will continue to expand as businesses utilize advanced desktop publishing skills to increase their production efficiency and improve the creativity and quality of business documents and publications.

Course Description: Students develop proficiency in using desktop publishing software to create a variety of business publications such as flyers, brochures, newsletters, etc.

ELECTRONIC BUSINESS (E-BUSINESS)

Prerequisite:	Keyboarding, Computer Applications
Grade Levels:	11,12
Length:	Semester/Year
Core Data Course Code:	034357
CIP Code:	52.0208

Course Rationale: Companies understand the impact that the Internet and Intranets have made on the way business is conducted. Many have already begun the move from traditional to electronic business processes. They recognize the necessity to make these changes in order to improve their efficiency, increase their business volume, and compete more effectively in today's global economy. Instruction for students in the use of the Web in all business processes is essential and will enable graduates to better function as employees in Web-based environments.

Course Description: This course provides students skills in the design, construction, publishing, promotion, and maintenance of Web sites used for conducting business electronically. In addition to Web site development, the student will identify benefits, costs, and issues related to doing business online. This course is designed to focus on more than just selling and purchasing goods and services online. It addresses the impact of all electronic business processes and their roles in improving customer service, increasing revenue, lowering costs, and managing resources. It provides opportunities for students to develop and apply real-world skills such as problem solving, teamwork, research, and initiative.

ECONOMICS

Prerequisite:	None
Grade Levels:	11, 12
Length:	Semester/Year
Core Data Course Code:	034332
CIP Code:	52.0201

Course Rationale: A knowledge and understanding of economic concepts provide the analytical tool students need to understand and make reasoned decisions about economic issues—both personal and societal. The preservation of the private enterprise system depends on the ability of individuals to make wise economic decisions related to their personal financial affairs, the successful operation of organizations, and the economic activities of the country.

Course Description: This course is designed to help students understand economic concepts necessary for their participation in a capitalist system as wage earners, business owners, producers, and investors. Basic economic concepts like supply and demand, competition, growth, and stability are emphasized. Topics include the government's role in the economy, the sharing of economic risks, and the effect of inflation and monetary policies on national and international economics.

ENTREPRENEURSHIP

Prerequisite:	None
Grade Levels:	9, 10, 11, 12
Length:	Semester/Year
Core Data Course Code:	034305
CIP Code:	52.0201

Course Rationale: Instruction in this area prepares students to understand how to organize and operate a business, All students can benefit from an understanding of and appreciation for entrepreneurship and its role in the enterprise system.

Course Description: This course is designed to provide students with the fundamental knowledge needed for organizing, developing, and implementing a business concern within the private free enterprise system. Topics of study will include learning the advantages and disadvantages of owning a business, choosing a location, securing a loan, determining organizational structure, and promoting a business.

INTERNATIONAL BUSINESS

Prerequisite:	None
Grade Levels:	11,12
Length:	Semester/Year
Core Data Course Code:	034391
CIP Code:	52.0499

Course Rationale: This area of instruction provides content for employment in businesses which function in the global workplace. Demand for this career area will continue to expand as businesses participate in international market strategies. Students entering the job market must have an understanding of how business functions in other countries.

Course Description: This course is designed to introduce students to the global functions of business and the marketplace. Content includes career opportunities, global trade and communications, economies and cultures of various countries, and international travel.

INTRODUCTION TO BUSINESS

Prerequisite:	None
Grade Levels:	9, 10
Length:	Semester/Year
Core Data Course Code:	034300
CIP Code:	52.0401

Course Rationale: An understanding of economic systems and consumerism provides the resources needed for students to explore business careers. The content in this area is vital to the career planning of business students as they develop workplace and personal skills including knowledge of banking, credit, taxes, insurance, investment and personal finance.

Course Description: This course is designed to introduce students to how business functions in today's society and will provide a foundation for other business courses. Content includes consumer issues regarding money and money management, banking system and services, government's role in business, characteristics of businesses and technology in the business world.

KEYBOARDING

Prerequisite:	None
Grade Levels:	Elementary, Middle, High School
Length:	Semester/Year
Core Data Course Code:	034390
CIP Code:	11.0601

Course Rationale: This area of instruction includes proper keyboarding techniques and formatting skills. The demand will continue to grow for students prepared with proofreading, editing, and composition skills. The content, which includes realistic tasks related to business occupations, prepare students for careers in business as well as postsecondary education.

Course Description: This course is designed to introduce students to develop and enhance touch skills for entering alphabetic, numeric, and symbol information on a keyboard. Emphasis is on the daily use of a computer to develop skills with concentrated application of these skills to the production of business correspondence.

KEYBOARDING APPLICATIONS

Prerequisite:	Keyboarding
Grade Levels:	9, 10
Length:	Semester/Year
Core Data Course Code:	034395
CIP Code:	11.0601

Course Rationale: This area of instruction includes proper keyboarding techniques and formatting skills. The demand will continue to grow for students to create documents related to business occupations and personal use.

Course Description: Students apply keyboarding skills to produce a variety of personal and business documents. Emphasis is placed on document processing and preparation, composition, and decision making within the document preparation process. Learning is continued in the areas of proofreading and skill building in speed and accuracy.

MULTIMEDIA

Prerequisite:	Computer Courses
Grade Levels:	11, 12
Length:	Semester/Year
Core Data Course Code:	034356
CIP Code:	11.0899

Course Rationale: This area of instruction addresses the technology knowledge and skills required of students entering the workplace. The demand will continue to expand as businesses utilize multimedia functions including graphics, audio, video, web page design, and electronic presentation skills.

Course Description: Students will work with multimedia software to develop electronic presentations. Students will learn how to manipulate text, art and graphics, photography, animation, audio, and video for presentations.

NETWORK ADMINISTRATION

Prerequisite:	Computer Courses
Grade Levels:	11, 12
Length:	Year
Core Data Course Code:	034354
CIP Code:	11.0901

Course Rationale: A knowledge and understanding of networking concepts prepare students for the career area of network administration. As technology advances, the demand will continue to increase for employees who are able to resolve computer network problems.

Course Description: Students apply problem-solving skills to business situations exploring computer maintenance activities. Students will analyze software problems, install software applications programs and customize defaults, connect components of a local area network, use basic network protocol and troubleshoot network problems.

NOTETAKING

Prerequisite:	None
Grade Levels:	11, 12
Length:	Semester/Year
Core Data Course Code:	034370
CIP Code:	52.0401

Course Rationale: This area of instruction enables students to take and transcribe notes for education, business or personal use. Students are taught to listen effectively and improve communication and study skills.

Course Description: Students learn an abbreviated writing system of note taking that enables them to take and transcribe notes. Students explore reasons for taking notes, analyze writing concepts, and develop documents for business and personal use.

RECORDKEEPING

Prerequisite:	None
Grade Levels:	9, 10, 11, 12
Length:	Semester
Core Data Course Code:	034345
CIP Code	52.0401

Course Rationale: This area of instruction provides content for insight into the organization, operation, and control of business through use of fundamental recording activities. Students learn methods for keeping personal records and prepare for occupations requiring a variety of record keeping skills.

Course Description: This course will help students gain an insight into the organization, operation, and control of business through the use of fundamental recording activities. These activities include maintaining a petty cash fund, opening a checking account, endorsing and writing checks, reconciling a bank statement, computing payroll earnings, recording cash and charge sales, and understanding the concept of stock and inventory control through the use of record keeping.

SUPERVISED BUSINESS EXPERIENCE

Prerequisite:	Introductory courses for the occupation
Grade Levels:	11, 12
Length:	Year
Core Data Course Code:	034380
CIP Code:	52.0499

Rationale: SBE prepares students for employment in the workplace. The academic and practical on-the-job experience relates to the individual's career goal.

Course Description: Students who have taken business courses in a particular career path are given the opportunity to work in a related occupation while still enrolled in school. The teacher-coordinator works with business and industry to place students in an occupation that will further develop the competencies acquired by the student through class work.

MISSOURI BUSINESS EDUCATION COMPETENCIES

Competencies for many business courses have been developed by statewide committees of business teachers and validated by business and industry.

The competencies may be obtained on the business education website at: **http:///www.dese.state.mo.us/divvoced/biz_be_competencies.htm.**

Competencies have been developed for the following courses:

Accounting I and II
Business and Personal Law
Business Communications
Business Economics
Business Management
Business Technology
Computer Business Applications
Computer Programming
Desktop Publishing
E-Business
International Business
Introduction to Business
Keyboarding/Keyboarding Applications
Mathematics in Business
Multimedia
Network Administration

Competency profiles (index stock) may be purchased from the Instructional Materials Laboratory, 2316 Industrial Drive, Columbia, MO 65202. 1-800-669-2465 or visit their website: http://iml.coe.missouri.edu/

Every profile has a crosswalk of each competency to the Show-Me Standards and is sent along with the competency profiles.

CURRICULUM INTEGRATION/ARTICULATION

Overview

Curriculum integration/articulation has captured the interest of educators, employers, and politicians, each of whom sees it as a potential solution to different problems surrounding the need to better prepare students in the overall development of skills, knowledge, and attitudes.

Curriculum integration has the potential to enable students to achieve higher levels of both academic and occupational competencies. The major thrust of curriculum integration efforts at the high school level typically combines the best curricular and pedagogical processes and practices of both the academic and the business education curricula. This combining of curricula helps reinforce and ensure that students learn both the theory and the application of the specific content areas involved. This intensified learning strengthens students' workplace readiness, furthers their postsecondary educational opportunities, and ultimately enhances their quality of life.

Curriculum articulation also enables students to achieve at a higher level through coordinated curriculum efforts among secondary teachers and between secondary and postsecondary educators. Educators restructure their course offerings so that they are compatible, aligned, and progressive. Seamless articulation agreements are written to eliminate gaps and duplication as students progress from one course to the next or from high school to community college. Career-oriented high school students are encouraged to continue their studies in advanced programs at community colleges. High school courses may be given advanced standing (college credit) when the content and expected outcomes are comparable at a community college.

Integration Models

The fundamental processes and components of curriculum integration can be configured in a variety of ways; curriculum integration may look different in individual school districts because of their unique characteristics, needs, and goals. Listed below are some identified integration models that business teachers might consider:

1. Incorporating more academic content into business courses
2. Combining business and academic teachers to enhance academic content in business programs (team teaching)
3. Making the academic curriculum more relevant to the workplace
4. Aligning academic and business courses
5. Organizing a senior project as a form of integration

Benefits of Integration

As schools continue to experiment with integrated curricula, different processes and procedures will be developed, new models will be formulated, and authentic assessment strategies will be initiated. As business teachers consider curriculum integration, they will discover the following benefits:

1. Increases teacher involvement and enthusiasm for teaching
2. Adds new life to existing programs by improving student preparation for the workforce
3. Raises expectations that all students can achieve at a higher academic level
4. Enhances student participation by being part of an innovative and win-win group
5. Develops student interests and self-fulfillment
6. Encourages relevant learning and student achievement
7. Creates professional development opportunities and recognition for faculty
8. Increases the diversity of students in both academic and business courses
9. Reduces competition among departments for student enrollment

Challenges of Integration

Although the following challenges or barriers to integration may exist, it is important to keep in mind that they can be overcome.

1. Requires administrative and financial support
2. Creates a scheduling need for time to meet, plan, and work together
3. Establishes a need to communicate with parents, faculty, and the business community
4. Requires authentic assessment strategies and collaborative input on grades
5. Establishes a need to rethink teacher certification and college admission requirements

Articulation of Instruction

Articulation is achieved through competency-based curriculum at all levels, with instructors agreeing on performance standards. Teachers at all instructional levels with similar courses, K-16, work together to ensure students move with continuity and without hindrance through all levels of the education process.

Business educators should look at similarity of all courses, elementary through postsecondary, to ensure that students achieve a higher competency level with each course. Students enrolled in keyboarding and computer courses benefit the most from curriculum articulation. As they move from one keyboarding or computer course to the next, they should be able to enhance and broaden their skills and knowledge.

Articulation agreements should be developed between secondary and postsecondary business instructors to ensure a seamless transition to an associate or B. S. degree. Such articulation agreements have helped students secure advanced placement or dual credit. Agreements may include grading methods, content requirements, secondary and postsecondary course listing, grading requirements, postsecondary application procedures, program administration and review, methods of recruitment and student support, portfolios, and signature by major players.

Source: "Curriculum Integration: Optimized Learning for High School Students," Jim Mansfield and Lonnie Echternacht, 1999 NBEA Yearbook, pages 47-58.

Visit the Tech Prep Website to find an individual in your region who can help you articulate business courses:
http://www.dese.state.mo.us/divvoced/tech_prep_index.htm

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